



## Crowders Creek Elementary

5515 Charlotte Highway  
Clover, SC 29710

<b>Grades</b>	PK-3 Elementary School	
<b>Enrollment</b>	649 Students	
<b>Principal</b>	Millicent Whitener Dickey	803-831-2434
<b>Superintendent</b>	Dr. Marc Sosne	803-810-8006
<b>Board Chair</b>	Steve Brown	803-222-9274

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Excellent</b>	<b>Excellent</b>
2007	Excellent	Good
2006	Excellent	Good
2005	Excellent	Excellent
2004	Excellent	Excellent

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

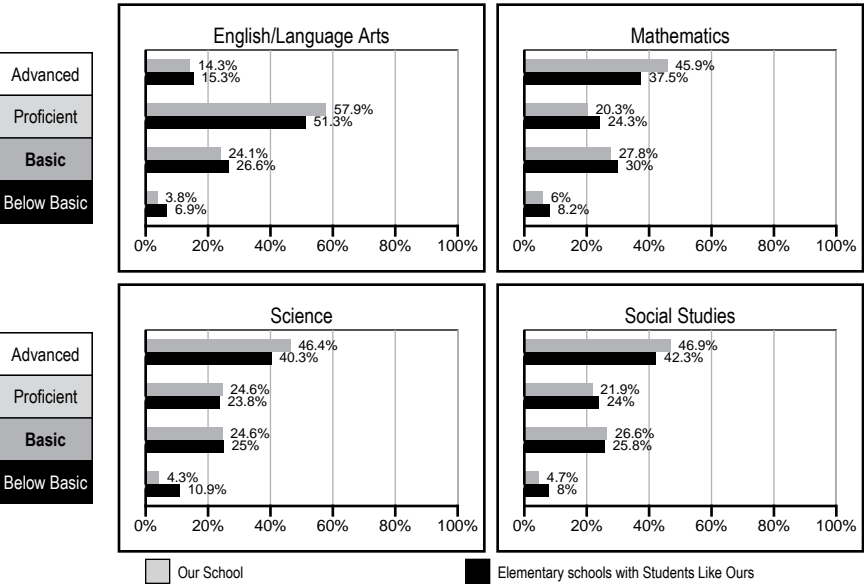
Percent of students tested in 2007-08 whose 2006-07 test scores were located | .%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
7	8	0	0	0

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=649)</b>				
First graders who attended full-day kindergarten	97.2%	Down from 98.3%	99.3%	100.0%
Retention rate	1.0%	Down from 1.3%	1.0%	2.3%
Attendance rate	96.3%	Up from 95.7%	96.9%	96.3%
Eligible for gifted and talented	24.3%	Up from 19.8%	28.0%	10.4%
With disabilities other than speech	1.8%	Down from 1.9%	5.1%	7.5%
Older than usual for grade	0.2%	Up from 0.0%	0.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=38)</b>				
Teachers with advanced degrees	65.8%	Down from 69.0%	62.5%	56.7%
Continuing contract teachers	86.8%	Down from 90.5%	83.1%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	72.1%	Down from 75.7%	83.4%	86.4%
Teacher attendance rate	92.9%	Down from 95.1%	95.5%	94.9%
Average teacher salary	\$52,186	Up 2.9%	\$48,020	\$45,345
Professional development days/teacher	16.1 days	Up from 11.3 days	10.5 days	12.6 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	22.4 to 1	Up from 20.2 to 1	20.2 to 1	18.5 to 1
Prime instructional time	87.6%	Down from 88.6%	90.7%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,288	Up 9.2%	\$6,296	\$7,052
Percent of expenditures for instruction*	67.7%	Down from 71.1%	71.1%	69.1%
Percent of expenditures for teacher salaries*	64.0%	Down from 67.6%	63.0%	64.2%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Crowders Creek Elementary houses 655 students in grades pre-kindergarten through three. A rural school, Crowders Creek is one of five elementary schools in York District #2. Focused on excellence, Crowders Creek is the recipient of seven consecutive Palmetto Gold Awards and has closed the achievement gap for minority populations.

Believing that providing engaging lessons to all students is key, professional development focuses on differentiated instruction and creating a nurturing classroom environment. A student survey showed that 80% of students enjoy school with math being the subject students enjoy most. Student progress is monitored through benchmark MAP testing, individual reading inventories, and academic assistance to meet the unique needs of students.

While student academic progress is important, character education and a good work ethic are also emphasized. Monthly school wide assemblies recognize students for their good character as well as model proper behavior and character choices. Opportunities are also provided to extend character discussions at home. Activities such as the TV news crew, chorus, art helpers, safety patrol, office helpers, and reading buddies allow students to use knowledge in meaningful ways.

As a school, our faculty forms partnerships with parents and the community to provide a supportive environment for all students. Our school averages over 20 volunteer hours daily. Parents and the community participate in school life through programs such as Grandparents Day, Junior Achievement, and a spring carnival.

Faculty and staff are provided with encouragement, time, resources, and professional development to meet high expectations for continuous improvement. Opportunities are provided for daily common planning as well as attendance at seminars and workshops. Recognition and encouragement are given to faculty and staff.

Crowders Creek Elementary endeavors to be a school community promoting success for children and adults.

Millicent Whitener Dickey, Principal  
Heather Robison, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	37	136	65
Percent satisfied with learning environment	100.0%	91.0%	96.9%
Percent satisfied with social and physical environment	100.0%	85.7%	95.4%
Percent satisfied with school-home relations	100.0%	77.8%	92.2%

\* Only students at the highest elementary school grade level and their parents were included.

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 9 out of 9 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.5%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.6%	0.0%	No
Student attendance rate	96.3%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	145	100	3.8	24.1	57.9	14.3	85.7	61.8	48.2	Yes	Yes
Gender											
Male	75	100	2.9	21.4	64.3	11.4	88.6	54.7	41.7	N/A	N/A
Female	70	100	4.8	27	50.8	17.5	82.5	69.2	55	N/A	N/A
Racial/Ethnic Group											
White	130	100	3.3	22.5	58.3	15.8	88.3	64.7	60	Yes	Yes
African American	8	I/S	I/S	I/S	I/S	I/S	I/S	38.7	31.7	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	69.8	70.4	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	55.6	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	10	I/S	I/S	I/S	I/S	I/S	I/S	18.9	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	54.4	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	13	100	14.3	28.6	57.1	0	57.1	41	34	I/S	I/S

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	145	100	6	27.8	20.3	45.9	78.9	63.3	45.8	Yes	Yes
Gender											
Male	75	100	5.7	22.9	22.9	48.6	81.4	63.2	45.6	N/A	N/A
Female	70	100	6.3	33.3	17.5	42.9	76.2	63.4	45.9	N/A	N/A
Racial/Ethnic Group											
White	130	100	5	25.8	21.7	47.5	81.7	66.6	59	Yes	Yes
African American	8	I/S	I/S	I/S	I/S	I/S	I/S	37.2	26.9	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	72.1	71.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	55.6	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	10	I/S	I/S	I/S	I/S	I/S	I/S	23.7	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	56.1	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	13	100	14.3	28.6	28.6	28.6	57.1	44.1	31.4	I/S	I/S

\* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	76	100	4.3	24.6	24.6	46.4	71	53.5	35.7	96.3	96.3
Gender											
Male	40	100	0	27	18.9	54.1	73	52.1	37.4	96.3	96.3
Female	36	100	9.4	21.9	31.3	37.5	68.8	54.9	33.8	96.3	96.3
Racial/Ethnic Group											
White	70	100	1.6	26.6	23.4	48.4	71.9	57.2	49.2	96.3	96.2
African American	3	I/S	I/S	I/S	I/S	I/S	I/S	23.5	17	96.3	96.7
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	60.7	58	95.3	97.2
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	39.6	24.9	94.4	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	98.5	95.2
Disability Status											
Disabled	6	I/S	I/S	I/S	I/S	I/S	I/S	21	14	95.1	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	41.7	24.4	96.5	97.3
Socio-Economic Status											
Subsided meals	8	I/S	I/S	I/S	I/S	I/S	I/S	32.5	21.1	94.7	95.3

Social Studies

All Students	70	100	4.7	26.6	21.9	46.9	68.8	47.4	34	96.3	96.3
Gender											
Male	35	100	3	21.2	15.2	60.6	75.8	50.7	36.6	96.3	96.3
Female	35	100	6.5	32.3	29	32.3	61.3	44	31.3	96.3	96.3
Racial/Ethnic Group											
White	61	100	5.4	26.8	17.9	50	67.9	49.4	44.5	96.3	96.2
African American	5	I/S	I/S	I/S	I/S	I/S	I/S	28.8	19.1	96.3	96.7
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	60	58.9	95.3	97.2
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	40.9	27.5	94.4	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	98.5	95.2
Disability Status											
Disabled	5	I/S	I/S	I/S	I/S	I/S	I/S	14.7	14.4	95.1	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	44.7	27.3	96.5	97.3
Socio-Economic Status											
Subsided meals	6	I/S	I/S	I/S	I/S	I/S	I/S	28.4	21	94.7	95.3

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	116	100	1.8	24.5	54.5	19.1	73.6
	4	127	99.2	6.6	39.3	45.9	8.2	54.1
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	145	100	3.8	24.1	57.9	14.3	72.2
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
2008	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	116	100	4.5	35.5	30.9	29.1	60
	4	127	99.2	4.9	28.7	24.6	41.8	66.4
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	145	100	6	27.8	20.3	45.9	66.2
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
2008	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	56	100	1.9	24.5	32.1	41.5	73.6
	4	127	99.2	14	24.8	28.1	33.1	61.2
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	76	100	4.3	24.6	24.6	46.4	71
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
2008	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	60	100	1.8	22.8	33.3	42.1	75.4
	4	127	99.2	8.3	38	28.1	25.6	53.7
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	70	100	4.7	26.6	21.9	46.9	68.8
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
2008	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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